

# COLLINS WRITING PROGRAM

Using best-practice research and time saving techniques  
to improve student performance

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## Overview Booklet



**COLLINS EDUCATION ASSOCIATES**

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*Dear Colleague:*

*We are pleased to provide you with this booklet describing the Collins Writing Program from Collins Education Associates (CEA). For additional information visit our website at [www.collinsed.com](http://www.collinsed.com), or we would be happy to arrange a time to discuss the program with you at your convenience.*

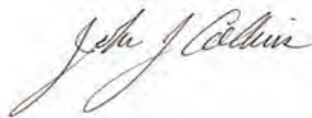
*CEA's mission is to deliver high quality, cost-effective professional development and resources to improve students' written communication skills while simultaneously enhancing their understanding of subject area content. We constantly review the latest research on writing and thinking and incorporate best practices into our training and materials—always focused on classroom management and practical implementation in a variety of learning settings. Simply put, we are committed to improving student performance by making the planning, management, and evaluation of writing easier.*

*Central to our work is the belief that writing enhances the learning process of any subject at any level. To help teachers encourage students, we have developed a model “writing-to-learn/writing-across-the-curriculum” program that is built around five types of writing assignments.*

*CEA has conducted over 15,000 writing workshops over the last 20 years. We provide training in all aspects of teaching writing and specialize in using writing to improve student performance. Our workshops and training focus on how to help teachers teach writing while minimizing the time spent on non-teaching tasks such as managing and correcting student work. We continue to receive very positive responses from educators across the country. Teachers like the Collins Writing Program because of the classroom management and time-saving features of the program—and the resulting significant improvement in their students' writing skills.*

*After reviewing this Program Overview Booklet, please contact us with any questions you may have or visit our website at [www.collinsed.com](http://www.collinsed.com). We look forward to the opportunity to put our expertise to work for your school district.*

*Sincerely,*



*John J. Collins, Ed.D.*



**Collins Education Associates**

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## INTRODUCTION

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### About CEA

First and foremost, Collins Education Associates is a professional development company focused on improving student performance. We specialize in providing K-12 teachers with instructional techniques proven to improve students' writing and thinking skills. Our highly effective Collins Writing Program can be applied at any grade level in any content area.

During the last two decades, CEA has conducted more than 15,000 writing workshops. We have long-term teacher training and consulting relationships with school districts of every type and size. Thousands of teachers and millions of students have benefited from our work.

### Five Types of Writing

Our central belief is that writing enhances the learning process of any subject at any level. To help teachers encourage students, we have developed a model for a writing-to-learn/writing-across-the-curriculum program by defining five types of writing assignments (see poster on page 4). Through these five types, the program delivers a unique approach to writing and thinking that offers much more than the standard writing process. The program distinguishes itself from others through its proprietary approach to student practice and by showing teachers how to guide their students through all five types using practical, easy-to-use strategies and techniques that improve student achievement.

### Our Commitment

CEA is dedicated to delivering high quality, cost effective training and resources to improve students' communication skills—especially written communication. All of our workshops and materials go through a rigorous development process. Everything we do is based on the best research and practice, is tested in classrooms under a range of teaching conditions, and must make the most difficult jobs of the writing teacher—planning, evaluating, and classroom management—easier.

*“If a district is looking for a writing program that is inexpensive, can be put into place in one year and at all grade levels, does not add to a teacher’s work load, and most of all, results in remarkable improvement quickly – this is the program.”*

*~T. Vitale,  
Teacher*

### COLLINS WRITING PROGRAM

# Five Types of Writing

## Type ①: Capture Ideas

**Type One** writing gets ideas on paper—brainstorming. Type One is timed and requires a minimum number of items or lines. Questions and/or guesses are permitted. Evaluated with a check (✓) or minus (–).

## Type ②: Respond Correctly

**Type Two** writing shows that the writer knows something about a topic or has thought about the topic. It is a correct answer to a specific question, graded as a quiz. *One draft.*

## Type ③: Edit for FCAs

**Type Three** has substantive content and meets up to three specific standards called focus correction areas. It is *read out loud* and reviewed to see if the draft meets the following criteria: completes the assignment, is easy to read, and meets standards set by the focus correction areas. Revision and editing are done on the original. *One draft.*

## Type ④: Peer Edit for FCAs

**Type Four** writing is Type Three writing that is *read out loud* and critiqued by another. *Two drafts.*

## Type ⑤: Publish

**Type Five** writing is error free and of publishable quality. *Multiple drafts.*

## For All Types

**For all types**, skip lines. For Types One and Two, label the type on top left-hand side of paper. For Types Three and Four, list focus correction areas on top left-hand side. Type Three and Four papers should be saved and used to practice editing skills.

## WORKSHOPS AND SERVICES

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### Introductory Workshops

Our initial contact with a school district often comes through an introductory workshop for teachers, supervisors, and administrators. Our open-to-the-public workshops are held throughout the United States in convenient locations, such as hotels and regional education centers. We also conduct our introductory workshops in public and private schools.

We take great pride in ensuring that all of our workshops are both informative and entertaining. Our associates (trainers) are chosen because of their extensive knowledge of K-12 education, their outstanding teaching ability, and their expertise in the field of writing. They also have superb presentation and communication skills and believe wholeheartedly in the lifelong benefits to students that result from using the Collins Writing Program.

We offer four core writing workshops. For current offerings visit [www.collinsed.com](http://www.collinsed.com).

#### **I. Developing Writing and Thinking Skills Across the Curriculum: A Practical Program for Schools**

This is our basic workshop. It demonstrates ways of using writing activities to increase students' understanding of course content, classroom involvement, and motivation to learn. A key theme is actually saving teacher time and effort in preparing and conducting lessons as well as in processing student work. For teachers of grades K-12 in all subject areas.

#### **II. A Writing Program That Works**

This workshop demonstrates how to build three critical teaching strategies into an effective program of writing instruction using the Cumulative Writing Folder. For teachers of Language Arts and English (grades 4-12) for whom teaching of writing is a primary responsibility.

#### **III. Thinking and Writing Across the Curriculum**

This workshop offers elementary grade teachers practical strategies to help students gain fluency and comfort with the writing process. The strategies help writers discover writing as a rewarding form of self-expression and a tool for learning in all curriculum areas. For teachers of grades K-5.

*“Your workshop was validating as well as invigorating! Thank you so much! I am left feeling like your methods are definitely applicable and doable.”*

*~C. Ferrara,  
Teacher*



## WORKSHOPS AND SERVICES

### IV. Four Essential Writing Assignments

An innovative, new writing workshop for educators that's sure to impact student achievement in grades 5-12. In this fun, activity filled workshop you'll learn how to plan, teach, and assess the four key assignments discussed in Dr. John Collins' flagship book, *Improving Student Performance Through Writing and Thinking Across the Curriculum*.

### Custom Workshops and Specialty Institutes

In addition to our introductory workshops, we offer custom training and specialty institutes. We recognize that district, school, and teacher needs vary. We address these varying needs with custom workshops and specialty institutes. Custom workshops are typically variations of our core workshops and are designed in collaboration with the district, school, or department. Specialty institutes address the requirements of specialized groups of teachers such as mathematics or career-tech. Custom workshops and specialty institutes are generally a half-day or full-day session and include such topics as open and constructed responses, writing in career-tech schools, writing in the mathematics classroom, preparing for state writing assignments, sentence building, etc.

### In-District, Follow-up Consulting Services

Significant instructional change, such as the implementation of the Collins Writing Program, takes commitment and time. Our experience consulting with school districts over the past twenty-five years shows that writing instruction is most effective when it is part of a comprehensive program of instruction and ongoing staff development. To be successful the program must be introduced, developed and reinforced over one or more school years, and adhere to a unified set of teaching techniques and expectations about student writing.

Individual teachers can improve the teaching of writing after having attended one of CEA's half-day or full-day introductory workshops, but it is rare for a teacher, school, or school system to develop and implement a writing program as a result of attending a single workshop. Based on these realities, we have fashioned a variety of program development services that include large group, small group, and/or one-to-one training.



## WORKSHOPS AND SERVICES

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### In-District Services

#### Grade-Level Meetings

Meet with consultant by grade level to discuss implementation issues

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#### Team Meetings

Meet with consultant in teams (different subject areas) to discuss writing and to integrate approaches and strategies

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#### Folder Reviews

Meet with consultant to review student writing folders in order to receive specific feedback and generate data about the effectiveness of the program

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#### Demonstration Lessons

In-class modeling of writing lesson and techniques by one of our consultants

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#### Coaching

Plan and teach a lesson with consultant

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#### Selecting Focus Correction Areas (by grade level)

Establish a scope and sequence of instruction and align them with learning outcomes

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#### Troubleshooting and Developing Common Standards

Examine students' writing in order to standardize practice and develop additional strategies for teaching writing, from drafting to revising

### Graduate Level Courses

Through our graduate level courses we offer intensive instruction on using the Collins Writing Program. These advanced teacher and administrator courses are frequently offered during the summer over four or five days, have a graduate credit option, and are designed to help “novice” and “emerging” level users become “proficient” and “expert”. For more information regarding our graduate level courses, please visit our website at [www.collinsed.com](http://www.collinsed.com) or call 800-932-4477.



## RESEARCH AND RESULTS

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### Over 25 Years of Proven Results

As schools are expected to become more accountable, the consultants at Collins Education Associates are being asked with greater frequency, “How can we be sure your writing-across-the-curriculum/writing-to-learn program works?” It’s a question we welcome and one that should be asked. With thousands of pages of evaluations on file, we have distilled key information into district profiles that summarize student achievement gains as a result of using the Collins Writing Program.

Since 1982, Collins Education Associates has conducted more than 15,000 school district and public workshops with tens of thousands of teachers nationwide. Our white paper “Collins Writing Program: Twenty Years of Results” provides a detailed look at several urban, suburban, and rural school districts and their experience using the program. Visit [www.collinsed.com/research.htm](http://www.collinsed.com/research.htm) for a copy of this paper and other white papers.

### District Studies

**School District #1 - Haverhill, Massachusetts:** Whittier Regional Vocational Technical High School adopted the Collins Writing Program in June of 2002 as a school-wide initiative to improve students’ writing. The goal was to raise the local MCAS scores (Massachusetts Comprehensive Assessment Survey) for tenth grade students from what had been a dismal 24% passing rate in 2000. After three years of implementation, the tenth grade scores spiraled to an astounding 86% passing rate. The improvement in student writing is not surprising given the wholehearted effort throughout every level of the school. The most critical elements of the Implementation Plan for Whittier, without question, can be attributed to the combination of follow-up training, consulting, modeling in shops and academic classes, folder reviews, and conducting our summer course. (Close to 40% of the entire staff have participated in our five-day summer course.)

As one administrator said, “The consistency in providing training throughout three full school years has made an enormous difference. Teachers have rallied around this effort and everyone feels good about the results. Assigning writing is not threatening to them.” Building-wide focus correction areas for grades 9-12 were developed and are posted in every classroom and shop area, alongside the chart of the Collins Five Types of Writing. There is a clear expectation to write on a regular basis in all disciplines. The common language and consistent approach, along with strong administrative support, have resulted in students who are better, more thoughtful writers and instructors who are more confident in assigning and correcting their students’ writing.

## RESEARCH AND RESULTS

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### *Tenth Grade MCAS Scores Whittier Vocational Technical High School*

Year	% Passing
2000	24%
2001	50%
2002	69%
2003	81%
2004	86%
2005	92%
2006	97%
2007	98%

**School District #2 - Minneapolis, Minnesota:** The Collins Writing Program professional development course survey, conducted in the fall of 2007, reflects the responses of 68 Minneapolis Public School teachers, K-12, who took a year-long Collins Writing Program course between 2004 and 2007. Participants in the course represented the broad spectrum of curriculum content areas, student populations and schools. The overall rate of return of the survey by teachers was 60%. Analysis of the results indicates that there were no discernable patterns of difference in response related to the length of time that had passed since the teachers took the course.

The intent of the survey was to evaluate the effectiveness of the training based on teachers' perceptions. Questions were structured to indicate teachers' perceptions about both their own teaching practice and their students' writing performance prior to taking the Collins Writing Program course and after taking the course.

Results of the survey indicate a highly positive perception about the Collins Writing Program and the effect the course had on both teacher practice and student performance. Questions related to teacher practice specifically targeted those practices that have been shown to positively impact student performance in writing and content learning. Following are the questions and the pre- and post-course agree/strongly agree responses.

## RESEARCH AND RESULTS

DESIRABLE TEACHER BEHAVIORS	PRE-COURSE	POST-COURSE
1. I use writing as a tool for engaging students in thinking and learning.	18.8%	83.6%
2. I expect my students to write frequently.	53%	88%
3. I have students keep their writing in portfolios.	14.7%	72.1%
4. I expect my students to engage in peer editing.	14.7%	54.8%
5. I use timely, focused, corrective feedback.	33.8%	86.8%
6. I use writing prompts with expectations for complex thinking: analysis, synthesis, evaluation.	19.1%	91.2%
7. My writing assignments are engaging with clear expectations.	66.2%	95.7 %
DESIRABLE STUDENT PERFORMANCE		
8. My students are motivated to write.	25%	88.2%
9. My students feel comfortable using writing as a tool for thinking, learning, and communication.	14.7%	86.8%
10. My students' writing improved in both quantity and quality after I began using the Collins Writing Program.	N/A	98.7%

The final question captures teachers' perceptions about their students' overall writing performance. It shows that the overwhelming percentage of teachers (almost 99%) feel that, as a result of their taking the Collins Writing Program course and implementing its strategies and techniques, their students' writing improved in both quantity and quality.

### **Journal Articles, White Papers, and District Implementations**

The Collins Writing Program has been successfully used in schools throughout the United States and internationally. Thousands of teachers and millions of students have benefited from our work. The papers and articles listed below and on the following page provide an in-depth look at the program and can be downloaded at <http://collinsed.com/research.htm>.

#### **Journal Articles**

- Fraser, Alison. "Vocational-Technical Education in Massachusetts." *Pioneer Institute Paper* No. 42 (2008).
- Gadbois, Nancy. "Planning, Implementation, and Classroom Evaluation in my Diverse Classroom." *NECTFL Review* No. 61 (2008). [Special Note: NECTFL is a journal for K-16+ foreign language educators.]
- Williams, Steve. "Writing for Thinking." *Teaching Thinking and Creativity*, Vol. 8:5 (2008).

## RESEARCH AND RESULTS

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### White Papers

"No Child Left Behind" requires that learning materials be research-based and can show measurable results. Since its inception, the Collins Writing Program has been grounded in research and incorporates best teaching practices. The papers below provide detailed information about the program's underlying research and school-based results. Please visit [www.collinsed.com/research.htm](http://www.collinsed.com/research.htm) to view these papers.

- "Comparing the *Collins Writing Program* and Six Traits"
- "The *Collins Writing Program* in the World Language Classroom"
- "Connections: Writing Next and the *Collins Writing Program*"
- "*Collins Writing Program*: Twenty Years of Results"
- "The Research Base of the *Collins Writing Program*"
- "What They've Said; What They're Saying – How the *Collins Writing Program* Connects with other Popular Programs"

### District Implementation Profiles

Teachers and administrators consistently talk about the positive changes in instruction and student achievement brought about by the Collins Writing Program. The "Implementation Profiles" listed below share a sampling of results from six varied school districts. Please visit [www.collinsed.com/research.htm](http://www.collinsed.com/research.htm) to view these profiles.

- "Study of the Effectiveness of the *Collins Writing Program* in the Minneapolis, MN Public Schools" (urban)
- Lawrence, MA (urban)
- Marshfield, MA (suburban)
- Whittier Vocational Technical High School, Haverhill, MA (regional)
- Merrimack Valley Regional School District, NH (rural)
- Sherborn, MA (suburban)

### User District Websites

Many of our users provide information on the Collins Writing Program on their school or district website. To locate many of these sites, we recommend a Google search for the term: John Collins Writing Program.

### Words of High Praise

In addition to our district and school-based training, from 1986 and 2009 we conducted 839 open-to-the-public workshops that were attended by 28,079 educators from 30 states. In these workshops we ask the question, “Compared to other workshops you have attended, how would you rate this workshop?” We used a 1 to 10 evaluation scale, with 1 designated “not effective at all”; 5, “an average experience”; and 10, “one of the best I’ve attended”. Our public workshop evaluations have averaged higher than a 9.2 over the past 22 years.

*“The (Collins Writing) Program addresses the needs of our whole student body, and especially speaks to the needs of our students (26%) with IEPs, and our ELL students (48%). The Program approaches the writing process in a manner which readily permits differentiation, so that students at all levels can get to work quickly and successfully.”*

~P. Kelly, Principal, Urban Science Academy, Bronx, NY

*“State test scores have improved steadily over the four years . . . Combining ‘Advanced’ and ‘Proficient’ and ‘Needs Improvement’ totals reveals that the number of students passing the tenth-grade exam has risen from less than half of all tenth-graders to two-thirds. As a result of the Collins Writing Program and other improvements, the school regained its accreditation in 2005.”*

~T. Sharkey, Headmaster, Lawrence Public Schools, Lawrence, MA

*“Collins Writing provides a structure that is uniform across all subject areas. According to a middle school teacher, “Collins Writing provides a framework for all students to achieve success in writing.” A school parent survey on Collins Writing reported positive change in achievement. Parents feel that it prepares their children for advanced classes.”*

~Dr. Padmini Udupa, Principal, Northeast Middle School, Minneapolis, MN

## USER SCHOOLS/DISTRICTS

Below is a small sampling from our hundreds of user schools/districts. Please contact us for additional users. The Collins Writing Program works in schools and districts of all sizes and types including urban, suburban, rural, private, and parochial at all grades and with all ability levels.

### User States

ALABAMA	ARIZONA	CALIFORNIA	COLORADO	CONNECTICUT
DELAWARE	FLORIDA	GEORGIA	ILLINOIS	INDIANA
LOUISIANA	MAINE	MASSACHUSETTS	MICHIGAN	MINNESOTA
NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	N. CAROLINA
OHIO	OKLAHOMA	PENNSYLVANIA	RHODE ISLAND	S. CAROLINA
TENNESSEE	TEXAS	VERMONT	VIRGINIA	WISCONSIN

### Sampling of User Districts/Schools

**Colorado:** Cesar Chavez Academy; **Connecticut:** East Hartford Public Schools, Glastonbury Public Schools, Meriden Public Schools; **Illinois:** Noble High School, Pritzker College Preparatory; **Massachusetts:** Abby Kelley Foster Charter School, Applewild School, Athol-Royalston Regional School District, Attleboro Public Schools, Blackstone Valley Vocational Regional School District, Brockton Public Schools, Greater Lawrence Technical High School, Hampden-Wilbraham Regional School District, Lawrence Public Schools, Lowell Public Schools, Lynn Public Schools, Madison Park Technical Vocational High School, Marshfield Public Schools, Peabody Public Schools, Quincy Public Schools, Reading Public Schools, Southeastern Regional Vocational Tech Institute, Stoughton Public Schools, Weymouth High School, Whitman-Hanson Regional School District, Whittier Regional Vocational Technical High School; **Michigan:** Cadillac Area Public Schools, Grosse Ile Township Schools, Jackson County Intermediate School District, Kearsley Community Schools, McBain Rural Agricultural School, Portage Public Schools, Three Rivers Community Schools, Western School District; **Minnesota:** Barton Open School, Gifted/Talented Enhanced AVID Programs, Loring Elementary School, New Visions Academy, Northeast Middle School, VOA Phoenix High School; **New Hampshire:** Hudson School District, Keene School District, Merrimack Valley School District, Nashua Public Schools; **New Jersey:** Bayonne School District, Boonton Public Schools, Hammonton School District, North Caldwell Public Schools, Piscataway School District, Roxbury Township Schools, Summit Public Schools; **New York:** Bronx School of Law & Finance, Grace Dodge Career & Technical High School, Hyde Leadership Charter School, Independence High School, Intermediate School 206B, Intermediate School 8, Norwood-Norfolk Central Schools, Ramaz Middle School, Urban Science Academy; **Ohio:** Adams County, Akron Public Schools, C-Tech, Canton City Schools, Columbus City Schools, Dayton City Schools, Delaware Area Career Center, Franklin City Schools, Jackson City School District, Massillon City Schools, Miami Valley Career Technology Center, New Boston Local School District, Olentangy Local School District, Scioto Valley Schools, Three Rivers Local School District, Trotwood-Madison City Schools, Vanguard-Sentinel Career Centers, Youngstown City Schools; **Pennsylvania:** Cumberland Valley School District, Elizabethtown Area School District, Kennett Consolidated Schools, Mastery Charter School, McGuffey School District, Reading School District, West Chester Area School District; **South Carolina:** Beaufort County School District; **Virginia:** Rockingham County School District, Warren County Public Schools; **Wisconsin:** Waunakee Community School District, Waupun Public Schools

## PLANNING YOUR IMPLEMENTATION

### Three Steps to a Successful Program Implementation

The Collins Writing Program emphasizes writing across the curriculum. A successful implementation typically requires a two to three year commitment by the school or district and may include teacher and administrator workshops, demonstration lessons, grade level meetings, writing folder reviews, and in-depth summer institutes.

CEA understands that a “one-size-fits-all” implementation plan isn't practical. We'll work collaboratively with you to:

- Assess the skill level of your staff and determine long term growth expectations
- Select the training activities that will best meet your objectives
- Provide a proposal for approval and implementation

#### *Step 1: Assess Skills & Set Goals*

User Levels/Staff Skill Level	Current Status (% of Staff)	Year 1 Goal (% of Staff)	Year 2 Goal (% of Staff)	Year 3 Goal (% of Staff)
<b>I. Non/New User:</b> No program awareness or use.	__%	__%	__%	__%
<b>II. Novice:</b> Uses Types 1 & 2 writing occasionally (one or more times per semester).	__%	__%	__%	__%
<b>III. Emerging:</b> Uses Types 1 & 2 writing frequently (two to five times per week) and Types 3 & 4 occasionally (one or more times per semester).	__%	__%	__%	__%
<b>IV. Proficient:</b> Uses Types 1 & 2 writing consistently (three to five times per week), Types 3 & 4 frequently (one or more times per month), clear and appropriate FCAs, consistent oral reading, focused, timely, corrective feedback, and three-step editing process.	__%	__%	__%	__%
<b>V. Expert:</b> Displays all Proficient behaviors along with occasional Type 5 writing as appropriate, clear FCAs tied to state/district goals and differentiated as needed, and elaborated 7-element assignments.	__%	__%	__%	__%



## PLANNING YOUR IMPLEMENTATION

### *Step 2: Choose Training Activities*

CEA will work closely with you to determine the training activities that best match your staff needs and district/school goals. We offer an array of professional development activities including:

- Introductory workshop
- Follow-up, in-depth workshop(s)
- In-school support (model lessons, grade-alike meetings, etc.)
- Writing folder reviews
- Graduate level courses and specialty institutes

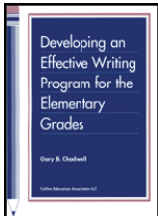
### *Step 3: Finalize & Implement the Plan*

User Levels/Activities	Introductory, Workshop (1 Day)	Follow-up Workshop (1 Day)	In-School Support (TBD)	Writing Folder Re-views (2/Yr.)	Institute /Course (1-5 Days)
I. Non/New User					
II. Novice	√	√			
III. Emerging	√	√	√		
IV. Proficient	√	√	√	√	
V. Expert	√	√	√	√	√
Ongoing Progress Assessment					

## EDUCATIONAL MATERIALS

### BOOKS

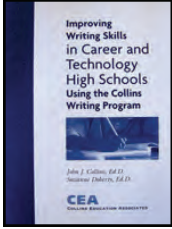
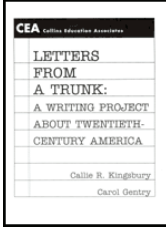
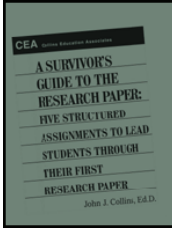
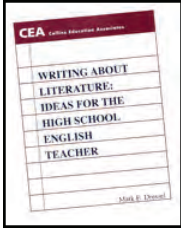
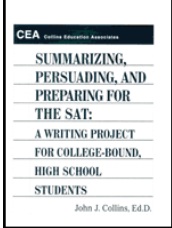

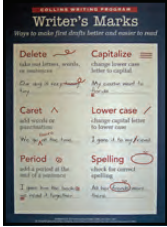
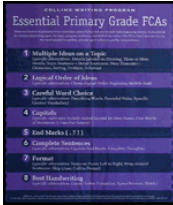
For product descriptions and current prices, visit: [www.collinsed.com/products.htm](http://www.collinsed.com/products.htm)

 <p>The Collins Writing Program: Improving Student Performance Through Writing and Thinking Across the Curriculum (Gr. 4-12)</p> <p>Item 208-B</p>	 <p>Implementing the Cumulative Writing Folder Program (Gr. 4-12)</p> <p>Item 203-B</p>
 <p>Selecting and Teaching Focus Correction Areas (Gr. 4-12)</p> <p>Item 215-B</p>	 <p>Developing an Effective Writing Program for the Elementary Grades (Gr. 1-5)</p> <p>Item 211-B</p>
 <p>Writing Strategies for the Primary Grades (Gr. K-3)</p> <p>Item 219-B</p>	 <p>Writing Projects for the Elementary Grades (Gr. 3-6)</p> <p>Item 213-B</p>
 <p>Middle School Writing Projects (Middle)</p> <p>Item 214-B</p>	 <p>High School Writing Projects (High)</p> <p>Item 216-B</p>

## EDUCATIONAL MATERIALS

### BOOKS & POSTERS


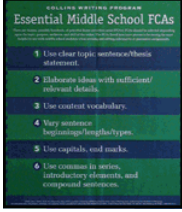
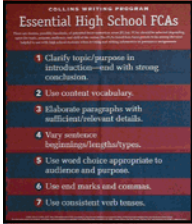
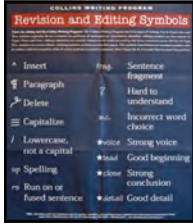
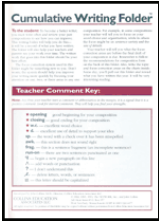
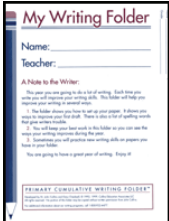


For product descriptions and current prices, visit: [www.collinsed.com/products.htm](http://www.collinsed.com/products.htm)

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 <p>Writer's Marks Poster (Gr. 1-3)</p> <p>Item 209-P</p>	 <p>Essential Primary Grade Focus Correction Areas Poster (Gr. 1-3)</p> <p>Item 220-P</p>

## EDUCATIONAL MATERIALS

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 <p>Essential High School Focus Correction Areas Poster (High)</p> <p>Item 223-P</p>	 <p>Revision and Editing Symbols Poster (Gr. 4-12)</p> <p>Item 224-P</p>
 <p>Cumulative Writing Folder (Gr. 4-12, pkg. of 25 with Teacher's Guide)</p> <p>Item 201-C</p>	 <p>My Writing Folder (Gr. 1-3, pkg. of 25 with Teacher's Guide)</p> <p>Item 206-C</p>
 <p>Teacher's Implementation Folder (Gr. K-12, pkg. 25)</p> <p>Item CE-013</p>	 <p>Editing Phone (Gr. K-12)</p> <p>Item 230-M</p>



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▶	Helping schools improve student performance for over twenty years
▶	Providing high quality, cost-effective professional development services and resources to improve students' thinking and writing skills
▶	Delivering proven results employing a research-driven writing model
▶	Used successfully by thousands of teachers and millions of students nationwide
▶	Employs a "thinking and writing" across the curriculum model featuring Five Types of Writing
▶	Offers flexible, results-driven implementation plans
▶	Works in all settings (urban, suburban, rural) at all grades (K-12) and in all subject areas
▶	Recognized as an exemplary program by National Council of Teachers of English (NCTE) and user districts
▶	Training by experienced current/former teachers, administrators, and curriculum developers with extensive expertise in teaching, writing instruction, and classroom management

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